



Grade 3 - Language Arts Pacing Guide: Includes Writing Process and Genre Types - Oral and Written Conventions

Writing Process (TEKS 17) (ELPS 5 A-G)		Writing Genre Types (TEKS 18, 19, 20, 21) (ELPS 5 F-G)	Oral and Written Conventions (TEKS 22, 23) (ELPS 3-C,D, E, G & 5- D, E)	Spelling (TEKS 24) (ELPS 5C)
	Plan (17A)	<b>Literary Text (18A, B)</b> Students write literary texts to express their ideas and feeling about real or imagined people, events and ideas.	Students understand the function of and use the conventions of academic language when speaking and writing (22 A, B,C)	Correctly using Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction, should cover the topics below (24 A,B,C,D,E,F,G)
	Draft (17B)	<b>Personal Experiences (19)</b>	Handwriting, Capitalization and punctuation (23 A,B,C, D)	
	Revise (17C)	<b>Expository / Procedural (20 A,B,C)</b>		
	Edit (17D)	<b>Persuasive (21)</b>		
	Publish (17E)			

Writing Process (TEKS 17) (ELPS 5 A-G)	Writing Genre Types (TEKS 18, 19, 20, 21) (ELPS 5F)	Oral and Written Conventions (TEKS 22, 23) (ELPS 3-C,D, E, G & 5- D, E)	Spelling (TEKS 24) (ELPS 5C)														
<p>(A) <b>Plan</b> – Select a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g. graphic organizers, logs, journals)</p> <ul style="list-style-type: none"><li>Brainstorm</li><li>Choose a topic</li></ul> <p>(B) <b>Develop drafts</b> by categorizing ideas and organizing them into paragraphs</p> <ul style="list-style-type: none"><li>Topic Sentence</li><li>Organize ideas into paragraphs</li><li>Concluding statement</li></ul> <p>(C) <b>Revise</b> drafts for coherence, organization, use of simple and complex sentences, and audience</p> <ul style="list-style-type: none"><li>Correct word usage</li><li>Progression of ideas</li><li>Transitions</li><li>Confencing techniques (teacher / peer)</li></ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"><li>Show Not Tell</li><li>Thought Shots</li><li>Exploding the Moment</li></ul> <p>(D) <b>Edit drafts</b> for grammar, mechanics, and spelling using a teacher-developed rubric</p> <ul style="list-style-type: none"><li>Complete sentences</li><li>Sentence structure</li><li>Conventions</li></ul> <p>(E) <b>Publish written</b></p> <ul style="list-style-type: none"><li>work for a specific audience <a href="#">Ways to Publish</a></li></ul>	<p><b>Click on each text type for genre attributes; a bibliography of mentor texts, teaching tips, rubrics etc.</b></p> <p><b>Literary Text (18A, B)</b></p> <ul style="list-style-type: none"><li>(A) <u>Write imaginative stories</u> that build to a climax and contain details about characters and setting</li><li>(B) <u>Write poems</u> that convey sensory details using the conventions of poetry (e.g. rhyme, meter, verse)</li></ul> <p><b>Personal Experiences (19)</b> Students are expected to write about their own personal experiences</p> <p><b>Expository / Procedural (20 A,B,C)</b> students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes</p> <ul style="list-style-type: none"><li>(A) <u>Create a brief composition</u> that establishes a central idea (i) includes supporting sentences with simple facts and details and explanations (iii) contains a concluding statement (iii)</li><li>(B) <u>Write letters</u> whose language is tailored to audience and purpose (e.g. thank you note0 and uses appropriate conventions (e.g. date, salutation, closing)</li><li>(C) <u>Write responses</u> to literary or expository texts that demonstrate understanding</li></ul> <p><b>Persuasive (21)</b> Students are to write persuasive essays for appropriate audiences that establish a position and use supporting details</p> <ul style="list-style-type: none"><li><a href="#">Persuasive Writing Overview</a></li></ul>	<p><b>Parts of Speech</b></p> <p>(A) in <u>context</u> of Reading, writing, speaking</p> <ul style="list-style-type: none"><li>Verbs –past, present, future</li><li>Nouns – singular, plural, common/proper</li><li>Adjectives – descriptive (wooden, rectangular0</li><li>Adjectives – limiting – this, that, + articles: a. an. The</li><li>Adverbs – before, next; carefully, slowly</li><li>Prepositions and prep phrases – around the block; under the house</li><li>Possessive nouns – his, hers, theirs</li><li>Coordinating conjunctions – and, or, but</li><li>Time-ordered transition words</li></ul> <p>(B) Complete subject / complete predicate</p> <p>(C) Complete simple and compound sentences w/ subject / verb agreement</p> <p><b>Handwriting, Capitalization / Punctuation (23)</b></p> <ul style="list-style-type: none"><li>Writes legibly with space between words (A)</li><li>(B) Uses capital letters for Geographical names /places (i); historical periods(ii); official titles of people (ii)</li><li>(C) Uses punctuations including apostrophes in contractions and possessives (i) can commas in a series (iii)</li><li>(D) Paragraph indention</li></ul>	<p>(A) Use letter sounds, word parts, word segments, syllabication to spell</p> <p>(B) Spell words with complex orthographic patterns</p> <ul style="list-style-type: none"><li>Consonant doubling when adding ending (i)</li><li>Drop final ‘e’ when adding endings –ing –ed (ii)</li><li>Change ‘y’ to ‘i’ when adding ending (iii)</li><li>Double consonants in middle of words (iv)</li><li>Complex consonants scr-, -dge –tch (v)</li><li>Abstract vowels –ou as in could, touch, through, bought (vi)</li></ul> <p>(C) Spell Sight Words</p> <p>(D) Spell words with common syllable constructions – open; closed</p> <p>(E) Homophones - bear/bare, week/weak</p> <p>(F) Complex contractions – should’ve, won’t</p> <p>(G) Use print and electronic devices to check spelling</p>														
<div><p><b>Student Tips</b></p><p><a href="#">Daily writing Record</a></p><p><a href="#">Cumulative Writing Record</a></p><p><b>Teacher Tips</b></p><p><a href="#">Writing Workshop is...</a></p><p><a href="#">Stages of writing workshop</a></p><p><a href="#">Writing Workshop Components</a></p><p><a href="#">Mini-lesson Topics</a></p><p><a href="#">Mini-lessons on Managing Writers Workshop</a></p><p><a href="#">Mini-Lesson Log</a></p><p><a href="#">Status of Class</a></p><p><a href="#">Purpose and Forms of Writing Matrix</a></p><p><b>K-6 Writing Genre Progression</b> – prints legal</p></div>	<div><p><b>Writing Supplies Table Baskets:</b></p><ul style="list-style-type: none"><li>Pencils, pens, staplers, paper, Post-its, glue sticks, tape</li></ul></div> <div><table><tr><th>Rubrics : Student Friendly Versions</th><th>Rubrics: Teacher Versions</th></tr><tr><td><a href="#">Conventions</a></td><td><a href="#">Conventions</a></td></tr><tr><td><a href="#">Ideas</a></td><td><a href="#">Ideas</a></td></tr><tr><td><a href="#">Organization</a></td><td><a href="#">Organization</a></td></tr><tr><td><a href="#">Sentence Fluency</a></td><td><a href="#">Sentence Fluency</a></td></tr><tr><td><a href="#">Voice</a></td><td><a href="#">Voice</a></td></tr><tr><td><a href="#">Word Choice</a></td><td><a href="#">Word Choice</a></td></tr></table></div>	Rubrics : Student Friendly Versions	Rubrics: Teacher Versions	<a href="#">Conventions</a>	<a href="#">Conventions</a>	<a href="#">Ideas</a>	<a href="#">Ideas</a>	<a href="#">Organization</a>	<a href="#">Organization</a>	<a href="#">Sentence Fluency</a>	<a href="#">Sentence Fluency</a>	<a href="#">Voice</a>	<a href="#">Voice</a>	<a href="#">Word Choice</a>	<a href="#">Word Choice</a>	<div><p><b>BIG IDEA 1:</b> We study oral and written conventions [parts of speech, handwriting, capitalization and punctuation] on ad daily basis integrated during shared writing and reading instruction, <u>not in isolation.</u></p><p><b>BIG IDEA 2:</b> Oral and written conventions are among the tools we use to make meaning. Conventions and word choice (i.e. adjectives, adverbs) make reading and writing more interesting.</p></div>	<div><p><b>Six Traits Writing</b></p><p>Near the end of the nine weeks, teachers will score a piece of writing using the Six Traits of Writing Assessment rubrics Teachers will enter the data into the district data system.</p><ul style="list-style-type: none"><li>Students should score a 4 or 5 on the Six Traits of Writing Assessment rubrics to be considered developing as expected.</li></ul><p>First 9 weeks – Ideas Second 9 weeks- Organization Third 9 weeks – Voice and Word Choice Fourth 9 weeks – Sentence Fluency</p></div> <div><p><b>Writer’s Workshop: Procedures &amp; Routines</b></p><p><b>Personalized writer’s notebook</b> to record things students observe, notice and think about (suggested entries)</p><ul style="list-style-type: none"><li>Memories</li><li>Observations of things happening around them</li><li>Descriptions of people and places important in their lives</li><li>Opinions</li><li>Wonderings</li><li>Wishes</li><li>Family stories, hobbies, other passions</li></ul></div>
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